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ABSTRACT

This paper discusses trends in global education and the role of international students in American universities. It reviews trends leading to greater global understanding, such as increased foreign travel and the rise of a transnational economy, and outlines the importance of global education in a rapidly shrinking world. The paper goes on to discuss the importance of infusing global awareness in elementary, secondary, and postsecondary schools, noting the work of the East-West Center's Consortium for Teaching Asia and the Pacific in the Schools in Hawaii. It reviews the activities of Chaminade University in Honolulu, Hawaii, in promoting foreign travel and study in Japan by students and faculty, along with the author's own experiences as a foreign student in England and Japan. The paper then discusses the need to integrate international students into the campus and community, make sure that international student advisors do not become the sole point of contact with the university for international students, and the need to treat each international student as an individual. International student advisors must promote awareness and implement training for faculty and staff regarding issues affecting international students. (MDM)

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Global Education and International Students

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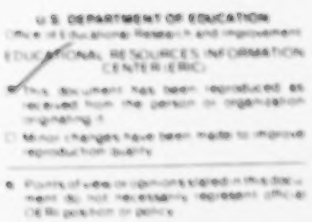

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Global Education and International Students

Good afternoon! I appreciate the opportunity to speak with you at this important meeting.

Today, I would like to share with you my views on global education and international students. First, I will talk about the importance of global education in developing the international understanding that all of us on this planet will need to live together successfully in the future. Second, I will talk about specific steps which can be taken to enhance the global education of our students. Finally, I will talk about international students-- my own experience as an international student, and how that shaped my ideas about how international students should be treated on our campuses.

The future of the world

Perhaps the best place to begin is to imagine what kind of world we want for ourselves in the years to come. If we look ahead 50 years, or 100 years, or 200 years, in which direction would we like humankind to go? What are some possibilities that we would like to become realities?

Each of us will have different answers. But if people of all countries and cultures were to sit down to imagine their preferred futures, I think there would be some common desires and themes. People want dignity and peace. People want an end to war, starvation and disease. People want a healthy environment. People want the opportunity to grow intellectually and spiritually. People want to love and be loved.

Certainly, each culture and country has its distinctive customs and ways of thinking and living. However, fundamental human values do not differ greatly throughout the world. Human beings are more alike than they are different in this regard. Human values fall upon a surprisingly narrow continuum.

This was demonstrated by C.S. Lewis in his book, The Abolition of Man. As a simple research project, he collected writings, laws, and customs in ancient and modern societies in different parts of the world. He found that all agree that it is wrong to murder or be cruel to other human beings; that it is right to love one's spouse; that it is right to give to the poor and to love and care for neighbors and strangers; that there are duties to parents, elders, and ancestors; that there are duties to children and posterity; and that there are laws of justice, good faith, truth, mercy, and magnanimity. Lewis quoted from Hindu, Roman, Norse, Babylonian, Egyptian, Jewish, Australian Aborigine, American Indian, Chinese, Greek, and Christian texts.

While the cultures and times differed, the basic human values were the same. This gives me great hope. It means that we can understand each other. We can reach out to each other. We can work together. We can shape our future into the kind of future we all want.

But will we do it? If we decide we want to, will we be able to? Will we understand each other well enough to know how to cooperate for mutual benefit?

I am optimistic that we will. That optimism is based in part on four world trends which are causing more people to interact with foreigners and visit foreign countries.

Trends toward international understanding

First, you are all aware of the great increase in trade between nations over the past decades. Scholars describe a gradual shift from an international economy to a transnational economy. In a transnational economy, different stages in the production of goods and services are carried out in different nations, with the end product distributed worldwide. The rise of the multinational corporation and the development of the transnational economy indicate that more people from more countries will be interacting with each other more often.

These economic and business trends are augmented by a second trend, the vast increase in international communications. Satellite communications, fiber optic cables, microwave relays, and video systems have increased the speed and number of communications. Over time, this increase in international communications will lead to increased understanding.

A third trend which is encouraging is international travel. More people are traveling to foreign countries than ever before. In 1968 there were 130 million international tourist arrivals. Twenty years later in 1988, the total was 390 million. The number of international tourist arrivals tripled in twenty years. Increased international travel provides opportunities for interaction between people who might otherwise never meet.

A fourth trend which supports greater international understanding is the development of programs and institutions such as America's Fulbright Program, England's Rhodes Scholarship Program, the East-West Center in Hawaii, and the Mombusho Scholarships in Japan. There is a growing number of international programs at universities which provide students the opportunity to travel and study in a foreign country. This will have an important impact on international understanding in the years to come.

Five reasons for global education

While these four major world trends are encouraging, global education must be

provided in elementary and secondary schools if we are to achieve broadbased international understanding. There are five reasons that global education is needed.

First, the most pressing problem in the world today is the possibility of a nuclear war which would end all life on Earth. This problem arises out of international relations, and must be understood throughout the planet if we are to enhance our prospects for mutual survival.

Second, international trends and events have political, economic, and social impacts on local communities. People should understand what is going on around them, and today, that understanding has to be global.

Third, local problem-solving can be enhanced by global understanding. When we learn about other countries, we learn that they have solved certain problems in ways which could be useful to us. The whole world is a human laboratory, and we need to understand each other's laboratory results.

Fourth, learning about other countries and cultures is intellectually exciting and aesthetically stimulating. The music, art, and literature of other cultures broaden our understanding of the human condition, and provide us with avenues for appreciation and personal growth.

Fifth, more cities and countries are becoming multicultural. In any multicultural community, it is important to study the origins of the different cultures which are represented. This can generate greater appreciation for each ethnic group, and the special life that is shared together.

Infusing global awareness

If we are going to succeed, global education must permeate our social sciences, humanities, and arts courses in our elementary and secondary schools. Math and science are not taught as "local math" and "local science." The principles of math and science are a universal language, applicable throughout the cosmos. The principles that the social sciences and arts can teach us about human societies and human values are also a universal language, applicable to the entire planet. Teaching only about one's own country is not teaching the subject. The subject is humanity, and most of it lives elsewhere.

I support global education first by infusion and later through specific courses. What does infusion mean? To me, it means simply including examples or comparisons from around the world when addressing issues or exploring questions.

When we discuss the Meiji Restoration, we can compare it with the American, French, Russian, and Chinese Revolutions. When we study Shakespeare's King Lear, we can compare it with Kurosawa's Japanese adaptation in the movie Ran. When we study the 19th century French Impressionists, we can compare them with 19th century Chinese landscape painters and modern Japanese woodblock print artists.

We can ask questions like this: What did the Japanese haiku poet Basho and the American poet Emily Dickinson have in common? Does gagaku, the ancient court music of Japan, sound similar to Scottish bagpipe music? Why did Lao-Tzu (500 B.C.) and George Washington (1796 A.D.) both warn against foreign entanglements? The world is full of such a wonderful array of similarities and differences, that it shouldn't be hard to infuse a global dimension into the social sciences, humanities, and the arts.

Infusion is especially appropriate at the elementary and secondary level, for several reasons. First, we must begin early to encourage our students to think globally. It doesn't make sense to say, "There are five billion people out there living in 150 countries, with different cultures and social, economic, and political systems, all of which impact on us in some way-- but that's a separate matter, which we hope to get to in a separate course, if we have time, or maybe you can take an elective on all that before you graduate." I don't see how "the rest of the world" can be an add-on.

Second, infusion does not require adding new courses, just adjusting the content of some existing ones. Third, infusion sets the stage for later specialization. That specialization may be especially appropriate at the college and graduate school level.

One difficulty of infusion is that it only works if a lot-- if not most--of our teachers know something about other countries and cultures. It seems to me that it would be wonderful if they did. But many, at present, do not. Helping them develop global expertise is a big challenge.

Five years ago, Dr. Victor Li of the East-West Center and I had the pleasure to go to Los Angeles to call on David Murdock, Chairman and CEO of Castle & Cooke, to ask him if he would match the East West Center to launch CTAPS-- the Consortium for Teaching Asia and the Pacific in the Schools. He agreed, and Castle & Cooke and the East West Center each committed $300,000 to get it started.

The purpose of CTAPS is to train teachers. I think this is the right focus. It has been gratifying to see the cooperation that CTAPS has received from the State Department of Education and the State legislature. Under the leadership of Dr. Grossman, hundreds of teachers have already been trained in the introduction and use of Asia Pacific materials in the classroom.

History simulation

As a first step, we can increase global understanding through lectures, books, movies, and artifacts. Here in Hawaii, our students have many opportunities to interact with foreign visitors. At Chaminade University, our students also do some role playing.

Last Spring, Chaminade University launched an exciting way for students to better understand the interaction between nations. We conducted a course which was a history simulation, referred to as a "reality construct," based upon Europe in 1908. The program was funded by Tuck Newport, who 15 years ago was editor of the Hawaii Observer, and later a key executive at VeriFone.

Our students studied Europe as it was in 1908, and then were assigned the roles of historic European leaders in Britain, France, Russia, Germany, and the Austro-Hungarian Empire. One student was Emperor Franz Joseph, one was Grand Duke Nicholas of Russia, another was Kaiser Wilhelm II of Germany, another was British Prime Minister Asquith, and so forth. After researching their roles, the students began a three-week simulation, including a treaty signing ceremony and a Grand Ball which were conducted in the costumes of the period. There were also several secret negotiating meetings among the Balkan states, held at the Kaimuki Pizza Hut.

Students took it seriously. One student decided not to go home for Spring vacation, for fear that her country might be invaded during her absence. Another student set up his telephone answering machine to say, "This is Count von Ahrenthal, foreign minister of the Austro-Hungarian Empire..."

There was a control group to oversee the simulation, to make sure that actions taken by the students were consistent with basic historical facts. For example, students representing France could not sell a crop which France didn't grow in 1908, and the students role-playing the British couldn't launch ships unless the British really had those ships in 1908. However, so long as the actions and decisions were based on facts, the students did not have to repeat what actually happened in history.

For example, in the simulation, Russia changed history by immediately convincing the Balkan states to form an *entente*, and then enter into an alliance with Russia. The Germans, outdone diplomatically, were very quiet until the end of the simulation. Then, in the last few minutes, while the leaders of Europe danced at the Grand Ball, the German Army crossed the Rhine.

Because the students had to make decisions, and the decisions had to be based on facts, they studied hard, and learned a lot. They learned about the history, politics,

economics, diplomacy, and military strategy of the countries of Europe. Actually, it was a bit eerie, since the simulation was held a year ago when Yugoslavia began falling apart into its old republics. Our students would role-play with Serbia, Croatia, and Montenegro during the day, and then go home and read in the evening newspaper that not so much has changed in the past 80 years.

Our students also learned a lot about making decisions under pressure, without adequate information or time to consult all parties. We told them that this was definitely a real-life experience. All in all, we consider our history simulation course to be a highly effective method of increasing international awareness among our students.

Language study

One of the best things we can do to support global understanding is to promote the mastery of foreign languages. The language of a culture is a key to understanding that culture, and understanding a culture is fundamental to successful interaction with its members.

At different periods in my life I studied French, Spanish, and Japanese. (I studied French and Spanish at the same time, and often spoke Franish and Spench.) What I learned was not just how to use those languages to communicate with foreigners. I also learned something about the pattern of thought inherent in the structure of each language, as well as the use of words and concepts not found in English. The study of each language gave me new insight which helped me to understand not only the words, but also the people who speak them. Some things do not translate. You have to understand the original tongue.

It makes sense to me that at Chaminade University we require all our students to study a foreign language before they graduate. We teach French, Spanish, and Japanese. We also have an excellent English as a Foreign Language program.

Chaminade travel and study programs

A whole range of classes and activities can be very important. However, the next level of understanding can only be obtained by traveling and living in foreign countries. That is why during the past three years, Chaminade University has placed a high priority on making it possible for our students to visit, work, and study in Japan.

Japan was an easy choice. It is a major economic power, and the U.S.-Japan relationship is the most important bilateral relationship in the world today. Japanese culture has also had great influence on our islands, and Japanese investment in Hawaii has had a significant impact on our local economy, especially during the past two decades.

Three years ago, when I became President of Chaminade, we developed relationships with Ritsumeikan University and Doshisha University in Kyoto. Student exchanges began in May 1990, when three of our students began the One Year Program at Ritsumeikan, and five of our students attended Ritsumeikan's five-week Kyoto Summer Language Program. In August 1990, a Doshisha student began a year of study at Chaminade. In April, 1991 a Chaminade student began a year of study at Doshisha.

We also developed relationships with Japanese companies. In May 1990, Chaminade University signed an agreement with Nippon Telegraph and Telephone (NTT), the world's largest company in terms of market value. The agreement is for the advancement of international education. Under the agreement, our students spend two months each summer as interns at the NTT district headquarters in Hiroshima, while NTT employees come to Chaminade each summer for a month of intensive English training at our campus here in Honolulu. So far, ten of our students have been interns at NTT, and 20 NTT employees have studied at Chaminade.

The summer internships with NTT are part of Chaminade University's Master of Science in Japanese Business Studies program. This is a special program which is now in its seventh year. We have graduated 130 students, and they have come from 20 different countries. The program educates future international managers who will be doing business in Japan or with Japanese firms.

By this July, we will have sent 35 of our students to Japan in three different programs in only two years. We will have sent five students for as long as a year, 15 for a summer, and 15 for five-week programs. All of these students have had Chaminade University scholarship support. We are serious about helping our students to travel and study abroad.

<u>My experience as an international student</u>

One reason that I have placed such a high priority on international education is that I had the opportunity to study for two years in England and then two years in Japan. Those four years had a big impact on my life. They certainly helped me to better understand the world in which I live. They helped me to see my own country the way others see it. Those four years also had a big impact on how I believe that international students should be treated on our campuses.

Actually, I got a head start on the idea of being a foreign student. When I went to Harvard, I discovered that both of my roommates had asked for a foreigner, so the housing office gave them me. I guess some people at Harvard were a little vague about where Hawaii was and who Hawaii belonged to.

When I arrived at Oxford four years later I was fortunate to live in a small house on the edge of town occupied by two British students, an Irish student, and two South African students. I joined in a range of activities at my college, Oriel College, which was founded in 1326. For example, I participated in the Arnold Society, a dinner and debate society whose members argued issues such as "Resolved, that Christopher Columbus went too far." I visited the homes of British friends, often went to high tea, and was always in the quadrangle on sunny Spring days when strawberries and cream were being served.

When I went to Japan, I was fortunate to study at the Institute of Language Teaching at Waseda University in Tokyo. The Institute's students were foreigners from Hong Kong, Taipei, Germany, France, and America. I was even more fortunate to find an apartment in a typical Japanese neighborhood in Tokyo for my first year. My second year, I moved out into the countryside, among the cabbage and *daikon* patches, in a suburban village which had no Caucasians at all. This forced me to rely on my inadequate Japanese language ability. I learned a lot, and I learned it all the hard way.

I also worked part-time in the international division of a securities company. The division had 50 Japanese employees, and two foreigners. The company invited me to join in their social activities, including several weekend expeditions to tourist destinations. I got to know and like my fellow employees as people, and I truly enjoyed being with them.

In both England and Japan, I had a rich and rewarding experience because I did not spend my time with Americans. I already knew lots of Americans; I wanted to meet Britishers and Japanese. I was surprised that at Oxford, lots of American students congregated each day at the same pubs, took trips together, and lived in the same halls or residences. In Japan, I was amazed at the number of Americans who had lived there for years, but didn't speak any Japanese or know much about the country. As for exchange programs, at Waseda University, the international division consisted of American students who came over as a group, went to class as a group, went on trips as a group, and went home as a group.

I can imagine two reasons why this happens. First of all, it is very comfortable spending time with fellow countrypersons. You speak the same language, and you have many things in common. A fellow countryperson is a safe harbor in a foreign world.

Secondly, not all countries really welcome foreigners. Fosco Maraini, a social anthropologist, once opined that some countries are missions, and some are clubs. If the country is a mission, you can become a full-fledged member, so long as you adopt and believe in the country's ideology or mission. Maraini suggested that America and France were missions. If the country is a club, you can only become a full-fledged member by being born into it. If you aren't born there, you can only become an associate member of the club.

Maraini suggested that England and Japan were clubs. I spent four years in those two "club" countries. I can understand that if you are a foreigner in a club country, you may not feel as welcome, and may build your own enclave of fellow countrypersons as your own "club."

Having said this, I think it's dumb to go to a foreign country and not spend your time getting to know the people who live there. If you are going to stay in a clique or an enclave consisting of your own countrypersons, you might as well stay home and watch your neighbor's vacation slides or tune in the TV travelogues. In sending our students overseas, we at Chaminade fervently desire that they meet and live with and get to know the people of the country they visit. Otherwise, there isn't much educational value in going.

International students

Of course, this works both ways. When international students come to our campus at Chaminade, we want them to become integrated with the rest of the student body. We want them to meet and interact with students from Hawaii, the mainland United States, and other countries.

We want this to happen for a number of reasons. First of all, interaction or participation with other students provides the biggest educational gain for international students, and is the primary educational benefit to being here instead of back home.

Second, interaction gives students from Hawaii, the U.S. Mainland, and other countries the opportunity to learn from international students. After all, students learn as much from each other as they do from their professors.

Third, at Chaminade University the character of our institution is based on concepts of family and community, and those concepts are multicultural and ecumenical. We seek to bring people together. We seek to serve all students equally, regardless of their nationality.

Fourth, Hawaii is truly multicultural, and it would be sad if our campuses were not as multicultural as the larger community around them. Finally, there is not much hope for the future of the world if international students are isolated and do not participate fully in the life of the campus. Having them on campus, and not making them fully part of campus life, could even mean that they will go home with negative feelings about Hawaii or America. That would be a net loss for the future of international good will and understanding.

Our goal at Chaminade is to have one campus, open to all students, providing the same services to all students. There is an important challenge here, which is to make sure that all faculty and staff are sensitive and knowledgeable in dealing with all our students from all 35 states and 25 foreign countries.

I do not claim that we are meeting our goal, but our goal is clear: To be one community, one family, regardless of race, religion, social or economic status, or country of origin. We seek to interact with each other, share with each other, enrich each other's lives. We seek to provide all students with the full services of the University. They are entitled to, and deserve, no less.

The dangers of international student advising

Certainly, international students have specific needs which are different from other students. They need their I-20's and their visas, and they are subject to regulations regarding their courseload and their ability to work and earn money while here in the United States. As today's program makes clear, universities have concerns about communicable diseases, and the evaluation of transcripts from foreign schools and colleges. These are all things which require staff time, and staff members need to be well trained in the technical requirements and issues.

Having said that, I want to point out a danger. The danger is that a college or university will address international student issues by appointing an International Student Advisor who becomes the sole point of contact between the university and the international student.

It is sad, but my experience is that sometimes, the International Student Advisor becomes the excuse for others on campus to not give international students the full service they deserve. A faculty or staff member who would willingly solve a problem for a student from Hawaii or the U.S. mainland, sends the international student to the International Student Advisor instead. The International Student Advisor becomes the only port of entry into the university system for international students who should have been able to walk up to any window or into any office on campus and be treated just like anybody else.

The problem with making the International Student Advisor the single point of entry into the system is not just that international students are denied the full service of the University. It can also lead to separation, isolation, and a kind of foreign student ghetto on campus. This is not usually intentional, but it can happen. Ironically, it is more likely to happen when the International Student Advisor is very effective and hardworking, and is willing and able to take on the work that other faculty and staff should be doing instead.

No doubt, some would argue that separation and isolation are natural, and if we provide special services to international students, it's okay, because they are separate but equal. My answer to that is twofold. First, even if foreign students desire separation, we should not. Too much separation is not educationally sound. Second, separate but equal is a doctrine that I hope this country has disavowed as a result of our own struggle for civil

rights for all American citizens. International students are not U.S. citizens, but I see no reason to apply a different standard to them than we would apply to any other human being on our campus.

To give you a personal reference on this point, all five members of my immediate family have different citizenship histories. I was born a United States citizen; my wife was born with dual Japanese and American citizenship; my oldest daughter was born a Japanese citizen and is now an American citizen; and my two youngest children are still Romanian citizens. None of this makes any difference to our love and commitment to each other as a family. It only makes a difference when we go through immigration at the airport.

Each student is an individual

As educators, we need to keep our eyes focused on each student as an individual. We need to keep our eyes focused on each student's unique potential and personal growth. Being from another country is an important factor, but there are other important factors as well.

My personal opinion is that coming to Hawaii can be a significant adjustment for a student from Alabama as well as a student from Hong Kong. My guess is that a student from Waianae may have more in common with a student from a rural area in Malaysia than he or she would have in common with a student from New York City, even though Waianae and New York are both part of the same country. Likewise, a student from Tokyo may have more in common with a student from New York than he or she would have in common with a student from a small farming village in northern Japan. People with the same religion, or academic interest, or athletic interest may have more in common than they do with other students, regardless of the country of origin.

The ideal of being one family, one community, does not assume that we must somehow all become the same. That would defeat our educational goals, and in any case, it is not necessary. Family members can differ, and still love each other and help each other. Communities do consist of diverse people, who still cooperate and enjoy each other. There is nothing wrong with international student clubs, and international student activities, and the fact that fellow countrypersons spend time with each other. There is something wrong if that is *all* that happens. A family is not a real family unless its members interact, share, and learn to know each other well.

The job of the International Student Advisor

This brings me to the job of the International Student Advisor. In doing your work, you must strive to avoid being the only point of entry into the university system. You must also strive to avoid the creation of an international student ghetto, especially one that is built

around your own position and role on campus.

To put it more positively, there are two important professional roles that you must play. First, you must be a leader in bringing international students and other students together on campus. You must be a bridge, and you must build bridges, so that international students and other students truly interact and learn from each other. I do not pretend that this is easy, but I do assert that it is important. Our purpose is education, and this is essential to fulfilling our purpose.

Second, you must be a leader in promoting awareness and implementing training for faculty and staff regarding specific issues affecting international students. This training should be part of a campus-wide awareness of a range of issues, including those that are not specific to international students. The purpose of this awareness and training is to be more sensitive and responsible in interacting with each student, regardless of race, religion, ethnic background, or nationality. The benefit is the enhanced ability of the entire faculty and staff to serve the entire student body.

The challenge is to be a campus-wide statesman, diplomat, educator, and facilitator. This may not be what your job description says, but it is important to the future of our planet. We cannot afford to allow international students and other students to live in separate enclaves, learn nothing from each other, and then part ways, having wasted the very educational opportunity that justified their being together on the same campus to begin with.

Conclusion

In conclusion, there are major trends which are moving the world toward greater international understanding. To build on these trends, we need global education at the elementary and secondary levels, and university programs which focus on specialized academic study, travel and study abroad, practical experience through internships, and foreign language training. International students on our campuses deserve full service, and they need to be integrated into the life of the campus for all our students to gain the educational benefits of their presence.

International Student Advisors can help students from many countries get to know each other and learn how to work with each other, in order to shape the future into the kind of future that all the residents of this planet want. This is noble, significant, and meaningful work. It is work that will make a tangible contribution to world peace, and to the welfare and happiness of many generations to come.

I congratulate you and on your efforts, and wish you Godspeed.